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ABSTRACT

Twenty-three journal articles on cooperative education were selected in a review of the literature by two Temple University graduate classes in the fall of 1975 and the spring of 1976 for those interested in the role of coordinating cooperative education programs. The journal readings consist of articles on theory/planning (6), implementation (11), special programs (3), and postsecondary/college (3). Typical bibliographic data, a summary of the article, and comments to coordinators elaborating on the article's theme are included for each entry. (BP)

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READINGS IN
COOPERATIVE EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Cooperative education programs are found in public and private schools at the secondary school, postsecondary, and college levels.

Vocational schools and comprehensive high schools recognize the role of distributive education in organizing and developing viable cooperative education programs for youth.

Two graduate classes at Temple University that studied coordination practices in the Fall of 1975 and in the Spring of 1976 researched the literature of coordination and cooperative education. This research was compiled, sorted, and edited for the review of those interested in the role of coordination.

Jerome I. Leventhal
April, 1976

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THEORY/PLANNING

Cooperative Education: Answers to Question on Vocational and Technical Education.
Joel H. Magisos and Roy L. Butler
Chio State University, Columbus. Center for Vocational and Technical Education.
1973

This pamphlet was designed to provide vocational educators, administrators, and other individuals interested in developing and/or implementing cooperative vocational programs with information on the subject. Answered are these questions: (1) What evidence is there that cooperative vocational education is necessary or that it is better than other methods of instruction, (2) How does cooperative vocational education differ from other work-experience programs, (3) What are the characteristics of a good cooperative vocational education program, (4) What is related instruction in a cooperative vocational education program, (5) Where can instructional materials for cooperative vocational education be obtained, (6) What qualifications must a successful teacher-coordinator possess, (7) What are the characteristics of a suitable job training station, and (8) What are some problems that can be anticipated in developing and operating a cooperative vocational education program.

Commentary:

This publication was most informative, especially to a novice in this field, and this publication answered many questions concerning distributive and vocational education. This article would be an asset to anyone considering working in either of these fields.

The Co-op In the World of Work
C. J. Freund
JCURNAL CF COOPERATIVE EDUCATION
May, 1972
Vol. VIII

Freund related his experiences as a co-operative student to the fundamental ccncept of work. His being laid off his job, due to business falling off, led him to do the normal American thing - become concerned about where the next dollar is coming from. However, when he again became employed as a co-op student, he learned many valuable aspects. He termed these aspects as the little things that count and may attribute to success in his career: teamwork and cooperation; ability to relate to people with whom you work; tactfulness and patience; lending a hand whenever emergencies arise, among other things.

The author feels that perhaps the most important lesson the co-op student has to learn on the job is the fundamental concept of work. In essence it means to work because work is necessary. Herman Schneider states that "Work is the effort put forth to satisfy needs." By this he implies a need that one can recognize (see or feel). On Freund's second co-operative job, he realized this concept of work because of a feeling that he was contributing to the welfare of people in general.

The paramount advantage of the co-operative system is to get students to appreciate the work concept. This has proven to be quite a challenge because students are more confused today about their career, due to our complicated modern society. They want nothing to do with the down to earth occupations in which the concept of work is predominent. Many technical jobs are so remotely related to the needs of people that the concept of work is elusive.

In classifing co-op employment experience Freund has considered three phases: technical related values, people related values, and values related to the work concept. Through researching the Journal of Cooperative Education (1964-1970), he discovered that only 1% of the articles dealt with work related topics, 3% were people related, and 96% technically related. Similar percentages showed up in typical co-op work reports prepared by students. It is obvious which values are being neglected.

Because the author views the work concept as a perplexing factor he proposes four steps to clarify the concept, among which are: holding conferences on the work concept; getting students to relate their job to the overall product; discussing with students the job as an economic and social contribution; and having students analyze their job and compare with other jobs where employed as to required skills, attitudes and other personal characteristics.

Commentary:

It is without a doubt that the concept of work should be utmost in the training of the co-op student. He should be taught that he works to satisfy a need, and that the concept of work will broaden his outlook on acquiring a job. He must know that every job has a purpose. In any job he should be able to feel worth and dignity. In the down to earth jobs that are essential to our everyday life, one can immediately recognize a need, e.g. making a dress, as opposed to the work of a technical engineer.

Co-operative educators must work more closely with the students who have been victimized by the impact of mass communications. They are drawn up only in the idea that work is a means of making a living. These educators must put forth more effort in trying to instill in the student more pride, dignity and good working relationships. This is an overwhelming task. The steps listed by Freund may be a step in the right direction, but the student himself (with guidance) must learn to analyze or evaluate his own values, feel his own usefulness and worth, and develop a dignity of work in order to be a success in the world of work.

Extending the Classroom by Community Experience
F. Jane Cotton
NATIONAL ASSOCIATION SECONDARY SCHOOL PRINCIPALS BULLETIN
May, 1975

The content of the article centers around the idea that through volunteer programs, education for young people can be extended beyond the classroom. The author says, "a combination of affective and cognitive learning, a flexibility to change as society changes should be what schooling results in."

Schooling now often results in many students leaving school for various reasons such as: dropping out, being kicked out, or leaving out of sheer boredom. Possibly by providing a wider variety of educational experiences we could help our students learn to learn.

For example, allow students to visit a home for the aged and learn first hand about historical happenings while also learning to relate to older people. Develop student action teams working with the city housing authority to paint the homes of the aging and handicapped who reside in public housing. Students learn a lot from the occupants and get a good feeling from being helpful.

Another possibility is to contract a student to do the grocery shopping for an elderly couple. He would learn to be responsible for funds, learn something of economics, use his knowledge of mathematics; and learn how to relate and appreciate people older than himself.

In the New Orleans area, high school students participate in a Red Cross sponsored Armistad Honduras program. The Red Cross provides special training to students who are then sent to Honduras to spend the summer working in an orphanage. The students gained a valuable experience that enhanced their personal growth while filling a very real need for an impoverished country.

In her conclusion the author states, "The challenge which faces all of us who are concerned and committed to better education for our children is whether we can appropriately face and make use of the new to provide that better education, or will we be content to know and repeat the old?"

Commentary:
If we are to capture the imagination and interest of our young people we must innovate. Use all of our available resources

to meet the needs of today's students and prepare them to live in a rapidly changing society.

Education in the past has placed too much importance on cognitive learning while allowing the affective or emotional elements (social, esthetic, spiritual) to lag behind. Technologically we are rushing into the future and if students are not to be overwhelmed we should strive for cognitive and affective parity in education.

The utilization of community experiences as classroom supplements is feasible. There are tremendous problems in every community that are not being taken care of by anybody. The more than 50 million students that we have in this country represents a huge but relatively unskilled resource for helping us deal with some of the problems.

In supporting such a program we should consider the author's suggestion that the contract method be used. It permits students, teachers, and the recipient of the service to know what the students obligation is and will provide useful follow-up information.

We must institute more flexibility in our approach to education. We must develop people who are adaptable to a world that is changing at a rapid rate. In order to do so we must culture a society with the capacity to face change appropriately.

What Teacher-Coordinators Should Know About Cooperative Vocational Education

Roy L. Butler, Edwin G. York
E.R.I.C. CLEARING HOUSE ON VOCATIONAL AND TECHNICAL EDUCATION
August, 1971

Planning is the heart of a developing program and is continuous, if the Cooperative Vocational Education Program is to succeed and if its potentials are to be realized by the students, employers, school and community.

If the program is to be a success and show continuous growth, the teacher-coordinator must work closely with those persons in the following important areas.

The successful teacher-coordinator acknowledges that he must work closely with the administrator, who in turn is responsible to the school board and the State Department of Education in order to secure funds and provide the facilities. A good relationship with the administrators and the faculty is absolutely essential for effective program development.

There are many reasons for this administrative support and approval.

1. The administrator and staff must have a good understanding of the objectives and purposes of the Cooperative Education Program.

2. It is important that administrators and staff recognize the values of blending Cooperative Education with the academic program.

3. Their support is needed to continue established programs, to develop new ones, to permit the coordinator sufficient time to do his teaching and coordinating activities and services that are essential to a successful program.

The importance of recruiting and effectively utilizing an interested Advisory Committee must be given top priority by the coordinator of a Cooperative Education Program. The advisory committee should be organized shortly after the program is started. The selection of the members of this committee should be a joint effort of the administrator and the coordinator and should be

representatives from the following: (1) employers; (2) managers; (3) personnel departments; (4) labor groups; (5) director of state employment services; (6) civic groups or professional clubs and (7) school administrators. This committee should have a membership of at least five and not more than ten.

The duties of the advisory committee are to publicize and promote the Cooperative Education Programs in the community, to assist in identifying areas for new programs, setting standards for work stations, in evaluating the program and in finding jobs for the students who have completed their training.

The advisory committee should elect a chairperson, vice chairperson and secretary from its own members and they should meet regularly with a well defined agenda.

All interested groups and persons in the community must join together if the Cooperative Education Program is to continue and be effective in attaining the prescribed goals.

Student speakers and others whould be used at civic group and community meeting.

Career days, National Education Week and any activity that will promote the goals and objectives. Use the local T.V., radio and news media whenever possible to give the program as broad a coverage as possible.

Students should be encouraged to join youth club activities, to fulfull their potential as future leaders.

Commentary:

Coordinating the Cooperative Education Program requires the correlating of all the efforts, energies and interest of the concerned groups toward achieving the major objectives of the program. The Cooperative Education teacher-coordinator is the person charged with this responsibility, therefore, he must have the expertise of a teacher, counselor, an understanding of the problems of the employers, the students, school and community.

Developing an Industrial Education Partnership
Tarry G. Slusher
MAN/SOCIETY/TECHNOLOGY
November, 1972

A synopsis of the article is divided into three main headings:

1. Advantages provided to industry
   a. High-value, low-cost training program
   b. Source of well-trained college graduates
   c. Student employees selected from high-potential groups
   d. Continuous coverage of co-op job

2. Advantages for the co-op student
   a. Invaluable contacts with industry and business
   b. More meaningful academic work inter-related to industry
   c. Development of human relations aspects in his new capacity
   d. Adjustment to specific aspects of the job
   e. Gains partial economic independence by earning
   f. Work experiences plus degree, greater value to employer

3. Gains for the Education Institution
   a. More able students attracted to program
   b. Feedback helps to update curriculum
   c. Bridge to communities served
   d. Develops needed cooperation between industry and education

Commentary:

The brief outline technique was chosen to review the article because it had many important cogs, of which omission of any would would be unfair to the author.

Even though the article is several years old, a review of the current situation (graduating in unneeded and unemployable disciplines) makes it imperative to explore alternatives to solve the problem. The author has done just that on a collegiate level. There are no justifiable reasons why this same modus operandi could not be made applicable to the current high school student population. Even though certain modifications would become necessary for the Senior High School student....the "dropouts", the "pseudo sophisticates"

and the "undeclared" would come to grips with the "world of work and school" as he must to become a stockholder in a democratic society.

With the increasing demand for accountability in cost of all education, coupled with rapidly changing technology, this is certainly a most viable solution.

Nonpay Work Experience - Potential Versus Problems.
John E. Cook
AMERICAN VOCATIONAL JOURNAL
December, 1975
Vol. 50, No. 9, pp. 21-22.

This article defines nonpay as an instructional strategy through which services are performed by students for employers without pay. It is actual work without wages.

The question of the legality of this type of experience is examined in detail. It is defined as legal if six pertinent criteria can be met. These criteria are:

a) that the training is for the benefit of the students
b) that the training is similar to that given in a vocational school
c) that the trainees do not displace regular employees
d) that the employer giving the training receives no immediate advantage from the activities of the trainees
e) that the trainees are not necessarily entitled to a job at the end of the training
f) that the employer and trainees understand that wages will not be payed for the training time

It is pointed out that non pay work experience can create as many problems as it was meant to alleviate. The author emphasizes the importance of serious study before such a program is initiated. On an overall basis the author defends the premise that non pay has resulted in increased employee participation and that it tends to attract those students whose primary interest is to learn, as against those whose purpose is earning money as a first priority.

This article is basically a position paper presenting the authors' attitudes concerning the viability of the non pay work experience as a vocational education innovation. As such no practical experiences are examined or presented, no data is analyzed, no inferences are drawn. As such it can be accepted as an opinion concerning such programs, and possible points to look at when attempting to evaluate such programs.

Commentary:
It is an area that vocational educators would like to see explored in further detail.

IMPLEMENTING

Initiating a Cooperative Education Program
Lester B. Kesterson
DE TODAY
Winter, 1974
New York: McGraw-Hill Co. pp. 6-7

The Author focus on the concept that the starting point for initiating a cooperative educational program is the school superintendent assisted by the principals and the guidance counselors.

The program also involves the coordinated efforts of school personnel and the business community. Consultation with faculty members who are teachers of practical arts courses and business courses as well as businessmen is a necessity.

Moreover, the cooperative program (since it involves students) will require contact with parents.

I. Basic Concerns are:
   1. Availability of interested students
   2. Willingness of oudinessmen as employers
   3. Community size
   4. Limitations of the program
   5. Type of program
   6. Planning

II. Requirements for a Successful Program are:
   1. Certified and knowledgeable cooperative instructor or teacher-coordinator
   2. Support from the school system and staff.

The author suggests that the steps necessary in initiating the Cooperative Education Program is as follows:

1. Selection of a local person to initiate the program
2. Survey of community, business and students
3. Obtain assistance from state staff
4. Familiarize oneself with laws regarding employment of youth
5. Determine nature of cooperative program to be instituted.
6. Employ a certified cooperative instructor in May or June

7. Prepare a narrative report for state approval
8. Secure students for the program through an application process
9. Prepare a budget for expenditures and state approval of funds
10. Establish operational policies in agreement with type program selected
11. Place the teacher-coordinator or Cooperative Instructor on the job at least four weeks before school starts

Contracting Vocational Programs / A Viable Alternative in Indiana
James L. Thompson
AMERICAN VOCATIONAL JOURNAL
January, 1976
pp. 34-35

This article describes an interesting plan for contracting vocational training programs to private business concerns. The two vocational areas embraced were selected as the result of both student interest and job opportunity surveys. They are autobody mechanics and cosmetology.

To set up the autobody mechanics program, an established repair shop was found which fitted the basic requirements of the proposed training program. A two-year instructional contract was made with the operator. Under this contract, students were assigned for half-day sessions to a skilled mechanic on a one-to-one basis for expert training in the various related jobs in the shop. The plan included a class period in which the operator would give related information under the direction of a certified vocational teacher. The operator-trainer also agreed to take inservice training during the term of the training program agreement from the contracting school district.

Students were to be provided a comprehensive course of study which identified performance skills and related information required to successfully complete the course and to permit self-evaluation of progress.

In setting up this cooperative program, approval of various state agencies was obtained with a resultant contract which provided for the instruction, equipment and facility usage as well as a set fee per student, per year. The vocational district provided related textbooks and other instructional aids.

In cosmetology, both training and commercial practice are regulated and licensed by the same State Board which dictates private Cosmetology School curriculum. Thus, participating schools had a ready-made framework within which to work, especially since this same State Board issues the license which is the student's goal.

The contract for the cooperative education plan provided for a 1500 hour course at a set tuition fee per student. The student pays only for special uniforms. The contract also provides for additional training, at no cost, for any student who fails the state exam.

In comparing the contracted vocational program to other types of cooperative education programs, some significant differences are evident as noted below.

The non-contractual plan does not require payment of student training fee to the training-operator. In fact, the operator pays the student. The operator's primary incentive then, is an opportunity to obtain low cost manpower while contributing to the building of a skilled work force from which he himself may benefit.

On the negative side, a student in the non-contractual program is subject to having training disrupted by lay-off due to insufficient work load.

Commentary:

The question of operator competence and interest must be of somewhat greater concern in the contracted program since the operator's income from program involvement is on a fee per student basis and not tied directly to student potential.

Cooperative Teams: A Must in Distributive Education

Terry M. Frame
BUSINESS EDUCATION FORUM
January, 1975
pp 23-24

A basis of an efficient and effective organization in the world of business is teamwork. Frame uses this premise as a model for introducing a teamwork concept in cooperative education. He proposes that the teacher coordinator can become a team leader and use additional resources to assist him in developing a successful program. Team members would come from guidance counselors, employers, state supervisors, RCUs, administrators and teachers in other disciplines. The following teams would encompass: prevocational, preliminary training, student recruitment, selection, orientation, placement, coordination, related instruction, evaluation and follow-up areas.

Professor Frame identifies these challenges to implement the suggested teamwork approach:

1. Identify the members of your prevocational team, solicit their cooperation in your program, and provide them with up-to-date information about careers in marketing and distribution.

2. Provide other business teachers on the preliminary training team with detailed information about the tasks and duties most commonly performed in distribution jobs. Ask them to integrate these tasks and duties into their classroom activities.

3. Expand your recruitment team to include counselors, administrators, and teachers in other disciplines.

4. Use your orientation team prior to the placement period to prepare students for placement interviews and the first few weeks on the job.

5. Develop some new techniques for your placement team to use. Canvas your area thoroughly.

6. Have an outstanding coordination team. Use training plans and profiles. Make regular coordination visits without fail.

7. Make sure your related instruction team is really relating the classroom instruction to the students' needs on the job. Attempt to get your students to select their own areas of training.

8. Work closely with members of your evaluation team in an in-depth evaluation of each student's progress.

9. Encourage your state supervisors and state research coordinating units to be on your follow-up team. They can provide the equipment and know-how for fathering a great deal of information that you can use to improve your program

10. Share your team successes with your fellow coordinators. All will profit from the team approach.

Commentary:

Although teamwork may be a factor of success in business and industry, the assumption for education is not established by experimental methods. Research would be necessary to validate Frame's hypothesis in applying teamwork to cooperative education. However, since the very nature of cooperative education involves a tripartite arrangement (student-employer-coordinator), it is almost self evident that teamwork, if properly applied, should be successful.

To get teamwork to be effective the coordinator must be a successful leader and serve as a catalyst to get cooperation from others. He must have training or experience in techniques as conference leadership, interpersonal group dynamics, sublimating his desires to "run the sho", etc. in order to obtain the maximum mileage from the team concept.

Professor Frame does not mention the assistance of advisory councils which would be utilized in the team approach. It is also suggested that feedback be stressed in each team to modify the program as it operates instead of relying solely on follow-up evaluations a year or so after the students graduate.

Cooperation for Realistic Education: Emphasis Agribusiness
Roy D. Dillon
AMERICAN VOCATIONAL JOURNAL
November, 1973
pp 27-28, 31

Dr. Dillon's article explains how the school system of today cannot operate completely alone. As career education programs are implemented, schools must involve a considerable number of people and agencies in a cooperative education enterprise. Several key cooperative relationships are identified and an explanation is given as to why each is essential.

First, there are the educational partners. State department of education consultants understand the base on which the state plan is built. The consultant can take to local planning sessions the broad perspective necessary to program development in the early stages. Teacher education staffs at state universities and area colleges conduct research and report new ideas for improving existing programs. This keeps local schools in touch with teaching procedures and curriculum plans being investigated. State advisory committees for vocational-technical education assess statewide needs to help state boards of education establish priorities for establishing new programs at the local, area, and state levels. State advisory committees representing special curriculum areas can be invaluable in assisting establishing content and in planning for articulation of programs. The local advisory committee serves a strategic role in making recommendations on clientele to be served, courses to be offered, faculty and staff required, and financial needs.

For more than 50 years vo-ag teachers have visited the homes of students to involve parents in joint planning. In this cooperative relationship, the school, parent, and student planned a supervised occupational experience program. A new dimension has been added to this tradition, the local agribusiness firm.

In this new dimension students from grade 7 through 14 find themselves in one of two roles in an agribusiness firm. The first is the role of observer, when the student is in the seventh or eighth grade. This role permits the student to systemically explore several occupations through personal observation and asking questions. The second is the role of trainee, when the student is in high school. The student is in school while working part-time at a local firm under the supervision of a company employee. A training agreement is developed. Involved in this are the teacher, student, employer and parent. The parent sanctions the agreement, and the student, teacher, and employer initiate a training plan listing the tasks and competencies

the student will learn at school and implement on the job and those he will learn and perform on the job. The teacher's responsibility is to visit the student at the training station, discuss progress, solve problems, and to ensure that proper coordination is maintained. The job supervisor's responsibility is to create a realistic work enviornment, while at the same time, moving the student through the planned sequence of learning experiences.

Cooperative relationships also come into play concerning the placement and follow-up of students in the respective programs. Efforts should be made to locate available positions and students. Local schools, local businesses, and the state education department should all be made aware of what each other is doing in the planned program and what responsibilities are for each. Further, the local or state employment service can be brought in to assist. There should also be a systematic follow-up for at least eight years after the students leave school. This provides accurate data on whether the school program utilizes its partnerships effectively to achieve the goals of career development and skill training.

Commentary:

Clearly, Dr. Dillon is portraying the ideal cooperative education program, set-up and implemented so that stated goals will be achieved. Nebraska's cooperative programs appear to be well established and support seems to come forth from all sectors. It certainly would be gratifying if all cooperative education programs worked as smoothly as Dr. Dillon envisioned they should.

Learning Objectives and Educational Outcomes in Cooperative Education
J. Dudley Dawson, Consultant, Cooperative Education, Antioch College, Yellow Springs, Ohio
THE JOURNAL OF COOPERATIVE EDUCATION
November, 1975

In the Introductory Note, the author stresses the need for providing auxiliary means for learning outside the classroom. He also believes that each student, even if working with a student of comparable ability, will return to college with a very different level of educational growth. He lists eight existing conditions that will determine the educational results, namely:

1. Resourcefulness of the student
2. Nature of the job and work environment
3. Quality and interest of the work supervisor
4. Functioning of the cooperative education coordinator
5. Student motivation from teaching and advising faculty
6. Presence of expectations for educational outcomes
7. Follow-up with students and with employers
8. Evaluation of educational results.

As the new student enters a program, the first requirement is general orientation - in small groups - to acquaint him with the aims of cooperative education and how they may be adapted to meet his educational and career interests and needs. It would also stress the practical operation of the cooperative plan.

In the first stage of the student's first placement, he is given a Personal Resume Work Sheet. This will be discussed in detail with his adviser. This information will help his adviser to understand the student he is preparing to place. From the revised Personal Resume Work Sheet, the final resume can be prepared for prospective employers. This can be used to plan for a suitable job. Every care should be taken to keep the process of placement from being too involved and formal. Substantive learning depends primarily on the initiative and ingenuity of students "drawing on the good will of the work supervisor and his fellow workers."

Instructional objectives should grow out of circumstances related to work situations and should be planned to encourage a student's initiative and interest. The instructor on the job may also make a list of objectives for the classroom that will help the student

understand the learning content in his work experience. Objectives for the career oriented students, as well as for the student who has not quite made up his mind concerning his major field of study, should be flexible in content.

Evaluative reports during the job placement will reveal many things concerning the student's changing attitude towards others and about their environment. It is the duty of the cooperative education advisers and placement coordinators to arrange the best work experience possible so that the student will gain the most for his cooperative education. Fresh ideas and learning objectives should be introduced for each placement period.

The coordinator must arrange to visit with the student's supervisor. Visits with the student should be made at a convenient time to discuss his job and also the new experiences. Group meetings of students with similar work experience are desirable. When convenient, bi-weekly seminars may be offered.

After the close of the work period, conferences should be arranged with student to evaluate the job placement, instructional guidelines, learning opportunities, and other forms of follow-up and evaluation with students, work supervisor, and teaching faculty to help improve the job placement program and the practical benefits for the employer.

Commentary:

Even though the article concerned Cooperative Education on the Junior College and senior College level there is a similarity of problems and the advantages of using the same procedures in high school, Secondary School teachers, especially Home Economics teachers, in cooperative education should find the article excellent resource material.

Closed Circuit T.V. - Rx For the Job Interview
Jerry Gordon
D. E. TODAY - A REPORT TO MARKETING EDUCATORS
Fall, 1975
Vol. 9, No. 1

Closed circuit television (CCTV) can be one of the most effective tools for helping not only teachers but also students. Jerry Gordon, teacher-coordinator in New Jersey uses CCTV to teach students job interview techniques that range from preparing resumes to grooming and dressing for interviews. After each of the topics has been taught, the student puts into action facts learned in front of a live camera. Other students and the teacher review the film and critique it, hopefully helping the filmed student for his/her future use.

Commentary:

We have equipment sitting idle in schools that is begging to be used if more articles like the one above were published. The following are problems connected to CCTV:

1. The problem of convincing the students to practice job interview techniques in front of a live camera and upon completion, the ability to be critiqued by his/her peer group.

2. The problem of coordinating distributive education class time to the availability of the CCTV studio.

3. Having the funds to purchase film so it can be saved for future reference.

4. The major problem of course is to make sure your school has a CCTV system available.

Mt. Ararat Finds the Keystone
Ken Gray
AMERICAN VOCATIONAL JOURNAL
December, 1974

Mr. Gray is in charge of Mt. Ararat High School's vocational education and job placement program. The school happens to be Maine's largest consolidated school even though it still represents a basically rural population. From a point of view, even if a school has a terrific vocational education teaching staff, a well balanced academic program supported by school authorities, the program is basically unsuccessful unless it has the ability to help students find jobs. The school, or more specifically, its vocational education director, must have developed a good rapport with the community so as to have the ability to place students into job openings in the school district area.

In brief, the program operates as follows. In its efforts to meet the placement needs of undergraduates as well as graduating seniors, the Mr. Ararat Guidance Department has developed two alternate plans for job placement at the high school level. One is a guidance-based model in which the guidance department conducts the job placement effort as part of its on-going program. The second is a team approach involving interested faculty members who organize a team placement effort.

The models were developed on the following guidelines: Neither would require additional personnel; each would be viewed as an extension of existing services rather than an addition to them; both would reflect the needs of rural youth and both would take a comprehensive view of placement.

"Taking a 'comprehensive view' means that job placement is more than getting kids' jobs. It means preparing students to be successful employees as well as preparing them to wage a successful job seeking campaign." At Mt. Ararat they use a five-segment program which includes (1) needs assessment, (2) job development, (3) student development, (4) placement, and (5) follow-up.

The article goes on to emphasize the importance of legwork. The coordinator must get out into the community and knock on doors. Some job development techniques used at Mt. Ararat have been: (1) Personal contact with individual employers at their business,

(2) Mailings, especially before personal visits, (3) Speaking engagements to civic groups, and (4) Newspapers and radio spots. It is significant to note that of the companies visited personally, 79% have supplied job orders and 44% have hired students. Clearly, getting out to visit employers pays off. It is crucial to a placement effort. Also, the more information you can get about an employer and the job, the better equipped you are to prepare a student for successfully applying for the job.

Once a student is placed in a job, some of the hardest work for the vocational education program now begins. Scheduled seminars are used to discuss attitudes, understanding employee responsibilities, specific problems that have arisen in their job and the like. This keeping in touch is much needed if a student is going to have a successful learning and working experience.

According to Mr. Gray, it is absolutely essential for the counselor to know the students he is responsible for placing. "If you don't know the kids, you can't do the job. Fancy cybernetics, roving placement counselors, satellite trailers are not in our opinion, 'where it's at.' The key to good job placement is that the effort be handled with the school by people the students know and trust, and vice versa."

Commentary:

Another successful ingredient is follow-up. At Mt. Ararat students who register with the placement office agree that if placed, they will attend two follow-up group sessions. In these sessions, job-keeping skills are stresses and potential conflicts explored. A second form of follow-up concerns graduates. In this follow-up, two types of data are looked for: Who needs placement and help? and how are employed graduates faring in their jobs.

With Mt. Ararat's far reaching vocational education program and successful placement policies, the program is indeed a productive one. It has demonstrated to students, parents and to the community that the school cares about the long range welfare and education of its young people. The program has successfully gone to the business community offering a bonafide service instead of asking for a handout. As a result, the program has met the needs of the community and those of a great many young people who are striving to find their place in the world of work.

Well-Trained D. E. Students Can Cope
Judy Domian
AMERICAN VOCATION JOURNAL
March, 1974

This article discusses the D. E. Program at Fox High Schol in Arnold, Missouri, and relates the successes they have had using former D. E. students as examples of what a good D. E. Program can accomplish.

When the author took over the D. E. Program at Fox High School in 1970 she found that it consisted of approximately 30 students who were average or below average academically, disinterested in school and community, and using her words called it a "dumping ground." During the second year of the program, a second co-ordinator was added and the two co-ordinators began an all-out recruitment and public relations effort. They also began to emphasize the Distributive Education Clubs of America.

The program soon expanded to some 100 students. Besides emphasizing the characteristics of a good employee, stress was put on the qualities necessary to survice in the cold world outside. Students were exposed to many different types of experiences. If a student was unhappy at his or her retail situation, they were redirected to another occupational choice, even if it meant losing him to an entirely different vocational program.

The teacher co-ordinators concentrated on two main areas - supervision and club activities. Through close supervision the students learned the importance of employee-employer relationship, fundamentals of establishing one's own business and the importance of good public relations.

The four points of the DECA diamond were used to stress personal qualities and throughout the year DECA members worked in all four areas. Field trips, civic projects, philanthropies, competitive events, and social activities were all used to help build the future citizen.

Fox High School used a simple survey to follow up the D. E. students from four previous years. In all, 100 graduates were surveyed with a response rate of 50% from each class. It was found that the survey showed some insights into the strengths and weaknesses of the program. Several responses told how the D. E. Program at Fox High School helped them be "on top of their job," and become successful.

Commentary:

This article simply tells us of the success of one D. E. program. Except for the points on redirecting a student into another vocation area and the follcw-up survey of recent graduates it does little to help — future D. E. teacher-coordinators make their programs successful.

Individualizing Training Plans for Co-op Students
Donald L. Campbell and Frank M. Peele
AMERICAN VOCATIONAL JOURNAL
May, 1975

The authors feel there are three essentials of cooperative education.

1. Classroom instruction should be in an occupational cluster.
2. The on-the-job training should be in a paid job within the cluster.
3. That the classroom instruction be specifically related to the on-the-job training.

They feel these elements should not be treated separately but should be combined for each student. They say training plans should be used to achieve this correlation but that very little has been said about how teacher-coordinators should go about developing these plans. The following procedures are suggested for developing and individualizing taining plans for students.

The coordinator must remember that the primary objective of cooperative education is to provide training for a student to get any number of jobs in an occupational cluster. With this in mind the coordinator should identify the cluster in which the student's goal lies thn list the competencies necessary for employment in that cluster. The resulting list comprises the elements of the basic educational plan.

The next step is to identify the types of training stations needed to meet the student's needs. Then the coordinator should begin to make employer contacts that would meet the student's needs. The employer selected should provide a learning laboratory, close supervision, and experiences needed by the student to become skillful in the occupation.

A task and job analysis is necessary to identify progressive experiences and learning activities that will prepare the student for a specific job. Much of this material has already been developed and can be secured by job titles eliminating the necessity of the coordinator doing an analysis for each job.

The final step in developing a training plan is to individualize the training plan to the student and the job description. The plan must reflect the student's special talents, strengths, and weaknesses. Most training stations will not offer

all the experiences the student needs, making it necessary for the coordinator to convince the employer to modify the job where possible and also to supplement the learning experiences in the classroom.

After establishing what instruction will take place on the job and in the classroom the coordinator arranges activities in a logical sequence and enters them on a training plan form. The student, training sponsor, and the coordinator should each have a copy of the training plan and know how to use it.

Another important part in the plan is the evaluation section. An evaluation should be done by the student, the employer, and the coordinator. The comments of each should be evaluated and the training plan modified when necessary. These plans should be kept on file and when another student is employed in the same position the training plan can easily be tailored to meet his specific needs.

Commentary:

The authors are right. Students should be placed in jobs which will lead them to their career objectives and not just lead them to a job to keep them in school and give them a pay check each week. The teacher training institutions have not been meeting the needs of teacher-coordinators. The teacher-coordinators should be required to take courses that teach them how to prepare training plans for their students. This should be a requirement for Cooperative Teacher Coordinator certification. Because of this lack of training many students are just being placed on jobs and have no training plan to follow. The employers have no idea they are to be teaching their co-op students according to a plan.

Pressures for Change in Distributive Education
Douglas Adamson
BUSINESS EDUCATION FORUM
February, 1974

Mr. Adamson makes a point of documenting a number of areas that are applying pressure for changes within D. E. These pressures are all interrelated because they point to an overall improvement in the D. E. curriculum offering.

The pressures from within the D. E. area itself cover the basic ways D. E. is presented today. The author points out that many things can't be changed easily, but others can be modified. These include DECA competitive events to reflect curriculum and employment needs, mini-courses or modules as part of program design, D. E. as a regular component of career education in grades 7 through 10, and cooperative work experience will be like any other course in the school.

After updating the internal approach to D. E., Mr. Adamson also offers suggestions to treat the pressures from the outside. Basically the problem is centered around a lack of understanding about what D. E. is. Most people don't know what D. E. is or even if they have an idea, it is never explained in terms of what the student is being taught. Educating the public about D. E. is a major problem. The pressure from the outside merges smoothly with pressures from within D. E. when one can point out that D. E. should be flexible to the students needs instead of forcing all to take the same program. People can readily understand the approach even if D. E. does not fully describe the program as does "Auto Shop".

The current pressures on D. E. programs around the country lead to a need for continuity in the programs. Students must find a link in their upper two years to what they had in earlier career courses. Courses can and must be changed to reflect not only varying market conditions, but in some cases to keep interest higher. Cooperative work experience must take on the same format as classroom programs. It must have performance objectives, identifiable content as well as fully defined evaluation procedures.

Commentary:

Mr. Adamson was very accurate in his assessment of the current state of D. E. His projections for the role of cooperative work experience are especially relevant. The work experience program

must be more than just finding the student a job. Since entry level jobs are not the only objectives of the work experience program, the students should and must gain more than just OJT (on-the-job training).

Check Your Coordination Practices
Gene C. Schultz
THE BALANCE SHEET
October, 1975

This article is written by a high school coordinator who seemed to have a problem in his first year on the job. That problem was organization. In other words he wasted time.

Mr. Schultz goes on to list the benefits that an organized coordinator may enjoy:

1. A better program because both students and coordinator are on display a good deal of time.
2. More interest on the part of the training sponsor because his time is not wasted if every visit has a clear purpose.
3. Better communication is developed.
4. The coordinator stays on track and limits coffee breaks.
5. The students increase respect for the coordinator.
6. Planning is evident to co-workers and administrators.
7. The coordinator gets a feeling of satisfaction.

The author suggests that dividing time into blocks can aid in time organization. In a time block, each visit will have the same purpose. These include:

1. Showing sponsors the work that the student is doing at school.
2. Evaluation of the student.
3. Observing the students work habits.
4. Lending of training materials for in-store use.
5. Discussion of weaknesses and strengths of students.
6. Inviting employers to act a classroom resource people.
7. Determing the adult education needs of the community.
8. Securing cooperation of the sponsor for students who need guidance.
9. Securing placement stations.
10. Calling on new business for future stations.

Another way to increase coordination efficiency is to group training stations geographically. This saves both time and fuel.

Avoiding certain stations on "bad days" will also help save time. It would be a waste of time to visit an employer when you know it is his busy day. He will have too many things on his mind to be able to talk to you.

The key to coordination seems to be flexibility. This is the key to any successful business venture. An entire afternoon may be needed at one stop, while a five minute stop just to say hello may be just as beneficial at another station.

Mr. Schultz reminds us of two goals to keep in mind: Is the visit meeting the needs of the student? Is my manner purposeful and professional?

Commentary:

To sum up the article, there were two important points. Organize your time and keep flexibility in your schedule.

SPECIAL PROGRAMS

Program in Drafting Answers Industrial Needs
Richard Doperalski
INDUSTRIAL EDUCATION
April, 1975
pp 60-61

The Waukesha Motor Company of Waukesha Motor Company of Waukesha, Wisconsin had a problem of finding eligible applicants to fill their drafting positions in their engineering department which was involved in the design, development and manufacture of internal combustion engines. To alleviate this problem, the company contacted Waukesha County Technical Institute, which is a two year, post-high, vocational-technical school. This school is involved in the type of employees sought by industry. Company and school officials agreed that a special training program would be possible and beneficial to both parties.

Guidelines were established for the selection of trainees,

1. Waukesha Motors would select the trainees.
2. Trainees would be expected to accept employment with the company upon successful completion of the program.
3. All trainees would be informed that four of the eleven selected would be employed by the company.
4. Trainees would attend school six hours per day for eight weeks, a total of 240 hours and would receive $3.00 per hour.

Operation of the program was agreed upon:

1. Presently employed instructors at the school would be utilized.
2. Additional instruction would be provided by company personnel.
3. Instruction would take place during "normal" school hours.
4. Existing instructional facilities would be utilized.

Course outline and specific objectives of the course were agreed upon between school officials and the Waukesha Motor Company. This included such topics as detail drawing, proper use of equipment, geometry and sectioning.

Main objectives of instruction were clearly specified by the company:

1. Good line quality.

2. Understanding of basic geometry.
3. Ability to project orthographic views.
4. Ability to draw various sections.
5. Thorough understanding of dimensioning and tolerances.
6. Familiarity with basic machine elements.
7. Ability to detail part from a layout.

Upon completion of the program, each student was evaluated by school and company personnel. Results were so successful that the company hired six instead of four it had originally intended to hire. The remaining participants were immediately hired by other companies. The program is being repeated because of its great success.

All participants of the program have recommended that other companies having similar difficulties contact a local vocational training technical institute to determine if a similar program could be developed.

Commentary:

Any established course outline and objectives must have a certain amount of flexibility so that any inherent weakness (for example, lack of instructional training in a specific subject) may be compensated for within the program. Any inherent weakness will become readily apparent at the onset.

Perhaps one major fault may be that the training is geared exclusively to the needs of one particular company (although there is bound to be a certain amount of overlapping within the industry). Even though the company selects the trainees, the company does not promise employment to all who successfully complete the program. On the other hand, it will not select too great an overabundance of trainees because they are paying them. This does help control the amount of people unemployed in a particular field, since training in a field in which there is no job available is lost effort.

The results of this program is living proof that cooperation between school and industry benefits both of them, as well as their final product, an employable member of society.

Cooperative Education for Rural Students? It's Possible
John E. Cook
THE AMERICAN VOCATIONAL JOURNAL
May, 1975
pp 26-28

"As vocational educators, we have been extolling the virtues of cooperative education for some time now. But we have often overlooked rural areas where opportunities for on-the-job training in local business and industry are scarce and where school systems can't finance a full-time coordinator in each of the subject areas," said John Cook in expressing a rationale for a rural program in cooperative education.

This report focuses on cooperative education in West Virginia, a rural, non-farm state with 61 percent of its population residing in rural areas and small towns.

A pilot program was conducted in rural Cabell County (Milton High School) to test an alternate approach to providing vocational education. The idea for this pilot project was conceived when county vocational people and the State Bureau of Vocational, Technical and Adult Education realized the need for providing students in their rural areas with occupational experiences.

Based on the U.S. Department of Commerce estimates, it was determined that by 1980, 50 percent of the projected secondary student population in West Virginia (Those primarily in rural areas) will encounter a facilities shortage for vocational training. Thus, programs have evolved which involve more than one occupational area.

The ultimate aim in West Virginia is an inter-disciplinary approach offering vocational training in seven subject areas. The strategies for implementing this approach may follow one of two models: the true diversified occupations program format or its' opposite format, the"sectional cooperative program." Regardless of program design, general related studies and specific related studies, combined with on-the-job training are essential components.

The author points out some misconceptions discovered in West Virginia about the capability the teacher-coordinator must have Among them are:

1. The coordinator must have specialization in the same occupation as the one for which the student is training, and at the same skill level or higher.
2. The person who certifies job proficiency must be technically qualified to perform the task being tested.

Finding suitable materials did not pose a problem in West Virginia as it has for some interdisciplinary programs in the past. Individualized instructional materials were located for a broad spectrum of occupational areas.

West Virginia's diversified occupational program employ a concerned, highly motivated and competent teacher-coordinator who works full time with a maximum of twenty students. Aides, resources and highly skilled training sponsors are the other essentials which account for the progress being made in the programs.

The author admits virtue in confining the cooperative method to one occupational area. However, he realistically indicates, "One must realize that in a small high school, particularly in a rural area, a combination program of some type is better than no vocational education at all."

Commentary:

The article is both informative and stimulating. The combination program design has inherent problems requiring good program administration and constant evaluation. It seems however, that implementing such a program becomes increasingly less inundating. Of particular significance is the proliferation of individualized self-instructional materials developed to cover practically any occupational area in which there is a job demand. Of equal importance is the accessibility of materials. Indeed, clearing houses and such complete indexes as the Abstracts of Instructional Materials are invaluable resources for gathering appropriate materials. With this knowledge, much of the apprehension which teacher-coordinators might otherwise feel about undertaking programs outside their own disciplines, can be dispelled.

Getting Handicapped Students Into the Mainstream
Louis Sarandoulias
AMERICAN VOCATIONAL JOURNAL
May, 1975

The title of this article makes reference to bringing the handicapped student into the mainstream using the vocational shop as target. The author presents how the program is planned and implemented, and what the prerequisites are.

In the Camden County Vocational and Technical School System, handicapped students are enrolled in a special needs program which provides evaluation, orientation, attitude development and basic skill training in regular vocational shops. These students are not isolated from non-handicapped students, except for the orientation phase of the program. This phase is to give them "an opportunity to succeed and to motivate them to stay in school - to develop vocational maturity and teach proper work habits and employer-employee relationships rather than work skills". The orientation program also attempts to determine strengths, limitations, interests, aptitudes and abilities. Students are then introduced to a variety of occupations, after which each is evaluated to help in choosing the skill they desire to develop.

Three work experience programs are opened to the handicapped student after completion of the specific skill training. The first is the cooperative industrial education program. This is "an arrangement between the school and private employers in which the handicapped student, under supervision of the school work-study coordinator, receives part-time work experience in industry for pay." The alternative work-study programs provided work experience on the school campus after hours with pay, and a studen-volunteer program off campus with non-profit organizations and agencies.

This special needs program has proven to be quite a success. It gained recognition by a research firm which submitted it to the U.S. Office of Education as a model of successful integration of handicapped students into vocational education programs.

Commentary:

The article presents interesting information concerning the procedure involved in the training of handicapped students for specific skills. The orientation phase of the program is basically the same as for non-handicapped students enrolled in cooperative education programs.

In dealing with the handicapped student (who is defined by the author) we should be cognizant of the fact that each teacher must be specialized in his field with additional training in how to teach the handicapped. It is also apparent that the job is a tremendous undertaking. Therefore, the services of paraprofessionals are needed to aide the teacher.

The planning and implementation of the program is impressive and other school systems can provide similar opportunities to handicapped students in the world of work. Cooperative education gives these students a head-start, offering actural work experience before becoming gainfully employed as an adult.

Funds are available to initiate these programs, and professionals trained in teaching these students should not let these funds lay dormant. GETTING THE HANDICAPPED STUDENTS INTO THE MAINSTREAM is a real success story!

POSTSECONDARY/COLLEGE

Survey of Cooperative Education, 1975
Sylvia J. Brown and James Wilson
THE JOURNAL OF COOPERATIVE EDUCATION
November, 1975

This survey demonstrates the trends in cooperative education on the junior and senior institution level. It points out current areas of change and stability within the field.

Table 1 shows that there were only 127 cooperative education programs in 1969, 771 programs in 1974, and 968 in 1975. There has been no significant change in the past year of private and public institutions which have cooperative education programs.

Table 2 shows that in 1974 junior institutions had 44% in cooperative education programs compared to 56% in senior institutions. 70% of public institutions had cooperative educational programs compared to 29% in private institutions.

Table 3 demonstrates that there were more junior institution students in cooperative education programs than those in senior institutions.

Table 4 shows that the alternating plan is still the most common in senior institutions even though its use has decreased considenrable.

Table 5 shows that fewer respondents than in 1974 indicated that all cooperating experiences must relate to the student's career course, but have great difficulty in doing so. There was also a decrease since 1974 in the number of respondents who indicated that all of their jobs are paid employment. About 2% indicated that all of their cooperative work assignments were volunteer.

Table 6 indicates that most of the cooperative education terms were an academic semester. Students in junior institutions in 1974 had two cooperative education terms, but in 1975, a larger percentage of junior students had terms that varied. In senior institutions, cooperative education is still more available to students in all curricula more than it is in junior institutions.

Table 7 shows the continuing trend in junior institutions for the cooperative education director to report to the academic dean or vice-president.

Table 8 points to a continuing trend toward awarding of non-additive credit for cooperative work experience. More junior institutions than senior institutions require the cooperative work experience to relate to the student's major. The tendency is to have the coordinator work with the teaching faculty in awarding of credit. 77% of all institutions now sharge tuition at regular rate per credit hour for credit received for work experiences. The majority of junior institutions require two years for a degree. About 37% of the senior institutions require 4 years for a degree.

"More programs are adapting their program policies according to the needs of particular students or academic departments, and this has resulted in a greater variety of approaches to cooperative education."

Commentary:

This survey was especially interesting to me because it did show how cooperative education is changing. Even though it did not mention any trends or surveys in Home Economics and other vocational areas, there are many possibilities for cooperative education in Home Economics and vocational education on the post-secondary and collegiate levels.

Now a Boom for "Co-Op Ed" - Half in College, Half in Jobs
US NEWS AND WORLD REPORT
September 22, 1975

Colleges and employers have joined forces in giving students paid jobs offering practical experience while continuing their academic training. This approach is becoming the wave of the future in U.S. higher education.

The idea first surfaced at the University of Cincinnati in 1906. By 1969, 130 colleges were participating, which indicates a growth rate of about two per year. Between 1969 and 1975, the figure mushroomed to 970-more than 1/3 of the nation's colleges. Participating students at the time of the article was 180,000 with a projection of a half-million within three years.

It is interesting to note that of all the private employers, the Federal Government, with 7,5000 students at 25 of it's agencies is the largest single co-op ed employer in the country.

After a Freshmen year in the classroom, a student spends half his time on campus studying and the other working on the outside, generally for academic credit. The job is related as closely as possible to his major study. The program is five years rather than the normal four year degree program.

Proponents of the program claim the combination of study with a job gives the student new relevance in his education. Other features are an early start in job placement prior to graduation, and helping him decide what career to choose. These benefits offset the additional year required in the program.

Drexel University in Philadelphia has one of the largest co-op ed programs involving 5,000 students. Although most of them are in Engineering and Business others are in Home Economics, Science, Humanities and Social Sciences. The largest is Northeastern University with 8,000 students for 2,300 employers.

The average co-op ed student makes $125 - $130 a week, or more than $3,000 a year in a 26-week period. Not only does this assist in their college expenses, they usually earn 10-15% more after graduation, as they have accumulated time and fringe benefits.

To financially strapped colleges co-op ed means better

utilization of physical facilities and considerable savings in building costs. With half the student body off campus at any given time of the year, two students instead of one can be accommodated in each classroom seat, thereby increasing tuition receipts.

In this current year the Federal Government is allocating 10.75 million dollars to the support of co-op ed in the fields of Program Administration, Personnel Training and Research. With this type of support it is indeed unfortunate the current recession has made it difficult placing students in their career fields.

Despite temporary difficulties and some criticism, co-op ed appears to have a bright future.

Commentary:

The reviewer had personal experience with this program through the employment of two students from Wilberforce University in Ohio. Each student spent three months with the State Office in Dover, DE. Employers participating in the program are cautioned to have established a functional and meaningful job for the student. It is still a learning situation for the student which places an additional load on the employer.

The program works, and as the author stated, approximately 1/3 of the participating colleges are liberal arts schools, co-op ed is the post secondary door to the future.

Cooperative Education in our Colleges Answering Tomorrow's Needs Today
Louis T. Cherpes
THE BALANCE SHEET
February, 1975

In this article, Mr. Cherpes builds a case for Cooperative Education at the college level. He starts his argument with a little history of cooperative work experience. According to Mr. Cherpes, the first organizaed cooperative education program was started at the University of Cincinnati in 1906. Growth up to 1943 was rather slow with only 20 other institutions starting programs. The largest rate of growth was between 1963 and 1973 with over 300 more institutions starting programs.

The result of this growth rate may be due to benefits which the programs provide when properly organized. Not only the student but also the learning institution and the employer benefit from the program.

Mr. Cherpes feels that administration, faculty, and students must realize the objectives and goals of the program if it is to be a success. It is the coordinator's responsibility to develop this understanding.

It is stated that observers of higher education in America have made two important realizations in recent years. Most students must work on a part-time basis during school or summer vacations. Second, students view their career in a much more realistic way when they are exposed to jobs in a direct way.

Cooperative Education answers both these problems by providing income and the motivational stimulus needed for the students to see jobs this way.

Students must realize that the primary purpose of the job is not to offer income. They must be prepared to accept a low paying job if it offers a maximum learning experience.

The faculty and administration must not only recognize the goals of the program but must be willing to accept them in order for the program to be a success. Some problems that must be worked out include: adopting the academic calendar, allowances for housing, faculty contracts, establishment of a planning committee, curriculum planning, publishing informational material, and training plans with employers.

In addition, the program must be presented to parents and the public. They must understand what the program is trying to do. The employers must be educated as to the value of the program from their point of view. These advantages include: excellent source of temporary and, perhaps, permanent employees; bright young people to provide ideas and viewpoints which can stimulate employers and fellow workers; continuous job coverage; and mutually important industry-school relationships.

There are also advantages to the student. The student usually develops good working habits, is oriented to the world of work, is provided with a laboratory for developing skills, and is provided with a smoother transition to full-time employment.

Advantages to the school are: a better relationship with the business world; faculty is kept current and stimulated by situations related to the classroom by students; placement of graduates becomes more effective; students remain in school who might otherwise have left for full-time employment.

Mr. Cherpes also talks about Federal funding available under the Higher Education Act of 1965.

The author cites the enthusiastic endorsement of the employers as evidence that the program is successful. The acceptance of employers of graduates ia also a plus for the program.

Commentary:

After reviewing many articles on cooperative education, it seems that Mr. Cherpes ideas are very close to those of many teachers. Even though the article is written about post high school studies, the same principles seem to hold true.

The coordinator must provide the faculty, students, community, and the employer with the knowledge of the program. If these segments do not understand the goals and objectives of the program, it cannot achieve its stated goals.

These programs are especially beneficial to high school students who cannot handle the normal classroom. The student who must help support the family is also another prime candidate.

In summary, cooperative programs, which are properly coordinated, will benefit all parties involved.